DOCUMENT RESUME

ED 224 850 UD 022 602

TITLE	Report on Research and Activities, 1981-1982, No. 6.
INSTITUTION	Hebrew Univ. of Jerusalem (Israel). School of Education.; National Council of Jewish Women, New York, N.Y. Research Inst. for Innovation in Education.
PUB DATE	May 82
NOTE	86p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	*Compensatory Education; *Disadvantaged Youth; Educationally Disadvantaged; *Educational Research; Education Work Relationship; Elementary Secondary Education; *Experimental Programs; Foreign Countries; Organizations (Groups); Program Evaluation; School Desegregation; *Social Mobility
IDENTIFIERS	Hebrew University of Jerusalem (Israel); *Israel; National Council of Jewish Women; *Research Institute Innovation Education (Israel)

ABSTRACT

This report describes the administrative structure, activities, and research projects of the Research Institute for Innovation in Education. The institute was established in 1968 as a cooperative project of the National Council of Jewish Women (USA) and the School of Education of the Hebrew University (Israel) with the goal of undertaking research and carrying out programs for socially and educationally disadvantaged groups in Israeli society. Among the institute's activities discussed in the report are academic seminars and lectures; participation by institute members in public commissions and organizations; implementation of instructional, family, and residential programs; and an apprenticeship program for Israeli teenagers. Also described are research projects which address the areas of early childhood education, family and community education, school integration, informal education, recovery institutions, career education, and experimentation and intervention in schools. Appended to the report are a list of institute staff members and a bibliography of institute publications. (Author/WAM)

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THE NATIONAL COUNCIL OF JEWISH WOMEN

RESEARCH INSTITUTE FOR INNOVATION IN EDUCATION

REPORT ON RESEARCH AND ACTIVITIES

1981-1982

No. 6

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SCHOOL OF EDUCATION
THE HEBREW UNIVERSITY OF JERUSALEM

May 1982

CG 022 632

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STRUCTURE OF THE INSTITUTE

As long ago as the 1960's, some twenty years after the establishment of Israel as an independent state, it had become obvious to those engaged in the education profession that the measures which had been implemented so far and the techniques applied in the state educational system were not adequate for closing the social and educational gap that existed between different strata in Israeli society, nor for ensuring a satisfactory advancement of disadvantaged pupils. There was a critical need for educational research which would focus on discovering the special problems and needs of the disadvantaged and on the development and application of effective techniques for coping with these problems.

Cooperation between the National Council of Jewish Women, USA and the School of Education of the Hebrew University brought about the establishment, in 1968, of an experimental project: the NCJW Research Institute for Innovation in Education (called, at that time, the Center for Research in Education of the Disadvantaged). In 1971, the scope of the operation was expanded, and an agreement was signed between the National Council of Jewish Women and the Hebrew University, for a period of ten years. In 1982, the commitment was reaffirmed through another, and more extensive, ten year agreement.

The Institute was established with the goal of undertaking research and carrying out new experimental programs in the area of educational nurturing of the weaker segments of Israel's population. By means of a wide range of research and applied activities, the Institute aims to confront the special educational problems and needs of children and youth from these strata in the population so as to ensure their educational and social advancement. It attempts to give them the opportunity to develop their potential to attain social mobility, and to participate on equal terms in Israeli society.

The guiding principle of the Institute's activities is that of interdisciplinary cooperation between researchers from different areas of the behavioral sciences in three directions:

1. in developing educational theory and designing research and experimentation appropriate for testing and evaluating such theory;

2. in influencing educational reality in Israel by means of research which focusses on central educational issues and presents findings which have practical applications;

3. in actively participating in the development and implementation of experimental programs.

A. ADMINISTRATIVE STRUCTURE

The Institute operates within the School of Education of the Hebrew University and is administered by a Board of Directors, an Academic Board, and an Executive Committee. The representative of the NCJW in Israel, Mrs. Dalia Ganor, whose office is in the Institute, is responsible for coordinating the joint activities of the National Council of Jewish Women and the Institute.

The Board of Directors

The Board of Directors is responsible for determining the general policy of the Institute. It receives progress reports on all the various ongoing activities and exercises supervisory control of budgetary matters. The Israeli members of the Board are appointed by the President of the Hebrew University, while the NCJW President is responsible for appointing NCJW's representatives. The entire Board meets once a year in Jerusalem and a sub-group of the Board holds an additional meeting in New York.

Membership of the Board in 1981/82 is as follows:

Professor Lea Adar, Chairman	Israel	Mrs. Ruth Dolkart		USA
Professor Chaim Adler	Israel	Mrs. Marilyn Flanzbaum		USA
Dr. Jack Cohen	Israel	Mrs. Esther Landa		USA
Mrs. Zena Harman	Israel	Mrs. Shirley Leviton		USA
Professor Zeev Klein	Israel	Mrs. Barbara Mandel		USA
Mrs. Lottie Salzberger	Israel	Mrs. Eleanor Marvin		USA
Dr. Lea Shamgar-Handelman	Israel	Mrs. Dadie Perlov		USA
Mr. Mark Uveeler	Israel	Mrs. Ann Robison		USA
Mrs. Rina Zamir	Israel	Mrs. Sally Broido	(A)	USA
		Mrs. Lois Grass	(A)	USA
		Mrs. Marice Halper	(A)	USA
		Miss Hannah Levin	(A)	USA
		Mrs. Wilma Messing	(A)	USA
		Mrs. Bette Miller	(A)	USA

(A) - Alternate

The Academic Board

The Academic Board is responsible for the Institute's academic activities and exercises wide-ranging supervision over the planning, execution and reporting of the various research projects and programs. The Board is appointed by the Director of the Institute and is composed of researchers drawn from the faculty of the Hebrew University who represent different disciplines within the behavioral sciences. The Board meets, on the average, four to five times each year.

Membership of the Academic Board in 1981/82 is as follows:

Professor Chaim Adler, Chairman	School of Education & Dept. of Sociology
Professor Lea Adar	School of Education
Dr. Dan Davis	School of Education
Professor Avraham Doron	School of Social Work
Professor Seymour Fox	School of Education
Professor Michael Inbar	Dept. of Sociology
Dr. Avima D. Lombard	School of Education
Professor Judah Matras	Brookdale Institute
Dr. Mordechai Nissan	School of Education
Dr. Gina Ortar	School of Education
Mr. Kalman Yaron	Martin Buber Center for Adult Education
Dr. Rafi Yisraeli	Center for Pre-Academic Studies

Executive Committee of the Institute

Director: Professor Chaim Adler

Assistant Director: Mrs. Lorraine Gastwirt

Coordinator: Mrs. Nava Zilberstein

B. RESEARCH STAFF

Research projects of the Institute are headed by senior researchers, almost all of whom are faculty members of the Hebrew University or of other universities in Israel. They work together with research coordinators (usually PhD candidates) and junior research assistants. Neither the senior nor the junior research staff holds permanent appointments at the Institute although many of them have been working at the Institute for several years. A complete list of the research staff appears in Appendix A.

C. FUNDING AND BUDGET

The Institute's budget is derived from two main sources:

1. The National Council of Jewish Women

The allocation of an annual grant by the NCJW stems from an agreement, initially signed in 1971 for ten years, between the National Council of Jewish Women and the University. The Institute received the sum of $100,000 annually over the first five years of the agreement and $150,000 annually during the second five year period. In 1981, a new ten year agreement was signed carrying a total commitment of $2,500,000 from NCJW. In the academic year 1981/82, the amount of the grant was $200,000 and there will be an escalating increase each year thereafter. This fixed source of income is primarily designated for the following purposes:

1. maintenance of a permanent staff to provide basic services to the researchers;

2. preparation of research proposals and the execution of small-scale pilot studies ("seed-money" projects);

3. expansion and adaptation of research findings for eventual publication in scientific journals and development of the theoretical models derived from the various research projects.

As a result of the high rate of inflation in Israel, the real value of the grant continues to erode. An increasingly large proportion of the budget has to be solicited from other sources.

2. Research Grants

The planning, data collection, and analysis of the findings of the various research projects carried out at the Institute are usually financed by research grants from government agencies, Israeli public institutions, and research foundations in Israel and abroad. The general procedure calls for the researcher to prepare a proposal which the Institute presents to the relevant funding body for approval.

ACTIVITIES OF THE INSTITUTE

A. ACADEMIC ACTIVITIES

The Institute Seminar

This Seminar is held, on the average, five times during the academic year and is a forum for discussion of the Institute's various ongoing research projects. Each meeting is devoted to a specific subject and papers are presented by several researchers working in that particular area. Participants in the Seminar include Institute research staff as well as people from other institutions who are engaged in the field of education and who have a professional interest in the topic under discussion.

The Methodological Seminar

In the academic year 1980/81, the Institute's research staff participated in a Methodological Seminar designed to promote knowledge and understanding of computers, focussing on the different ways they can be used in the aid of research. In the current year, the Seminar is focussing on the unit of analysis in the definition and empirical investigation of treatment effects in educational research.

Inter-University Seminar on Integration in Education

Following a one day conference held at the Institute in 1976 on the subject of Integration in Education, it was decided to establish a seminar which would meet on a regular basis and would be devoted to in-depth study of the various aspects of this subject. Financed by a Ford Foundation grant, the Seminar was held throughout the period 1976-79 under the auspices of an Inter-University Academic Board. Coordination of the Seminar was done by Professor Yehuda Amir and Rachel Ben-Ari of the Psychology Department of Bar-Ilan University.

Participants at the Seminar included researchers from the Institute as well as others with a professional interest in this field from other Israeli universities. The Seminar produced a special issue of "Megamot" (the Israeli quarterly journal of the Behavioral Sciences), devoted entirely to Integration in Education.[1] It also submitted a position paper to the Knesset Committee on Education.[2] A book containing articles written by participants in the Seminar is to be published in English and Hebrew in the near future.

Inter-University Seminar on Residential Education

This Seminar, sponsored by the US-Israel Educational Foundation, and co-chaired by Professor Rina Shapira, Director of the Tel Aviv University School of Education and Professor Chaim Adler, Director of the Institute, met regularly on a monthly basis during the 1979/80 academic year. Participants included researchers from Tel Aviv University, Bar-Ilan University and The Hebrew University, as well as practitioners with experience in and knowledge of this field. The meetings were devoted to both theoretical and empirical aspects of residential education, in Israel and abroad and were coordinated by Ilana Felsenthal, a senior researcher at the Institute.

In September 1980, an invitation was extended to Professor Charles Bidwell, Chairman of the Department of Education at the University of Chicago, to serve as advisor to the Seminar. In this capacity, Professor Bidwell visited several residential institutions, met with university researchers working in this area, and participated in a special two day conference within the framework of the Seminar. The proceedings of the Seminar have been summarized.[3]

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1) Megamot, Vol. 23, No. 3-4 (1977). Special Editorial Board for this edition: Michael Chen, Chaim Adler, Zeev Klein. (In Hebrew).

2) Klein, Zeev; Eshel, Yochanan. Integration and the Furthering of Educational Goals in Israel. Conclusions of an Interdisciplinary and Inter-University Seminar, (1979-80) Published in Megamot, Vol. 26, (3): 271-282, (1981) (In Hebrew).

3) Residential Education in Israel. USA-Israel Memorandum of Understanding on Education (Item K); The Ministry of Education and Culture, Jerusalem (1981).

Following this Seminar, a number of researchers from various universities formed a group which continues to meet regularly with the objective of formulating an outline for an inter-university research project on residential education.

Inter-University Seminar on Creative Thinking in Marginal Children

This two day Seminar was held in January 1980, following an Institute research project concerning "The Effectiveness of Enhancing Creative Thinking in Disadvantaged and in Middle-Class Youths" (see Research Project no. 22, page 55). Participants in the Seminar included researchers from various universities in Israel, as well as Professor Eliot Eisner of Stanford University. The Seminar was financed by a grant from the Ford Foundation.

US-Israel Colloquia on Educational Policy

In 1976, the School of Education and the Institute were involved in the formation of a delegation whose members included the Minister of Education and Culture, Mr. Aharon Yadlin, his assistant, Dr. Dan Ronen, the Ministry's chief scientist, Professor Ozer Schild, the Director of the School of Education, Professor Seymour Fox and members of the Institute's research staff. This delegation took part in a series of discussions with American scholars and educational policymakers which were held at Harvard University, Columbia University, the University of Chicago and the University of California, Los Angeles. The discussions focussed on research and policy with regard to the disadvantaged. In 1977, a second meeting of the two delegations was held in Washington.

Following the initiative of the NCJW leadership, the US Department of Health, Education and Welfare sponsored both these meetings and, in November 1978, an agreement was signed by the governments of the United States and Israel--The United States-Israel Memorandum of Understanding on Education and Culture. Within the framework of this agreement, the first US-Israel Colloquium on Educational Policy was held in January 1979 in Jerusalem, with the participation of the US Commissioner of Education, Dr. Ernest L. Boyer,

the Israeli Minister of Education and Culture, Mr. Zevulun Hammer and researchers and educational administrators from Israel and the United States. In December 1980, the second Colloquium was held in Washington. Both conferences dealt with basic questions concerning education for the disadvantaged. A third Colloquium is in the planning stage.

The Fifth Marcus Conference: "Compensatory Education in the 80's: A Look to the Past and at New Developments"

The Fifth Marcus Conference[4] was held at the Institute in June 1980. Participants at the Conference included educational policymakers from the Ministries of Education and Culture and Labour and Social Affairs, educators and practitioners in the field and researchers from Israeli universities. The intention of the Conference planners was to focus on a comprehensive examination of educational care of the disadvantaged in the past, with an aim towards defining guidelines for future action.

Four central issues were put forward for discussion, generated both by research and by educational practice over recent years in the area of the education of the disadvantaged in Israel. All of them have important implications for society, and constitute a basis for determining future policy and initiating public debate:

1. the problems of defining "the disadvantaged" in Israel;
2. integration and compensatory education within the school framework: are these complimentary or incompatible strategies?;
3. the family as a focus of social and educational policy;
4. the community as a framework for educational activity.

A summary of the proceedings of the Conference has been published.[5]

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4) The Marcus Fund was established by Mrs. Ruth Dolkart of NCJW to finance scientific and public conferences within the framework of the Institute's activities.

5) Compensatory Education in the 80's: A Look to the Past and at New Developments, Druck, Kari (ed.). The NCJW Research Institute for Innovation in Education, School of Education, The Hebrew University of Jerusalem (1981) (In Hebrew).

One Day Seminar on HIPPY

A one day Seminar on HIPPY (Home Instruction Program for Preschool Youngsters) was held at the Institute in January 1980. The Seminar focussed on the operation of the project in Israel and on the possibility of implementing it in other countries. Participants included members of the HIPPY staff at the Institute as well as colleagues expert in early childhood education from abroad: Dr. E. Kuno Beller from the University of Berlin, Germany; Dr. Martin Deutsch from New York University, USA; Dr. Lilian G. Katz, from the University of Illinois, USA; Dr. Jenni W. Klein from the Department of Health, Education and Welfare, USA; and Dr. Herbert Zimiles from Bank Street College, USA. Most of the participants expressed positive views about the chances of adapting the program for use in suitable settings abroad, and recommended that the possibility of doing so be investigated.

Discussions and Consultations with Colleagues from Abroad

In the academic years 1980/81 and 1981/82, discussions and consultations were held with:

1. A group of experts in early childhood education, on the subject of HIPPY (see above).

2. Dr. Lourdes J. Custodio of the School of Education at the University of St. Thomas, Manila, Philippines. Dr. Custodio was invited to visit the Institute in order to become familiarized with the HIPPY project at first hand, with a view to examining the possibility of adapting it for use in the Philippines.

3. Professor Charles Bidwell, Chairman of the Department of Education at the University of Chicago, USA, on the subject of residential education (see Seminar, page 6).

4. Professor Eliot Eisner of Stanford University, on the subject of creative thinking (see Seminar, page 7).

5. Professor David Featherman of the Sociology Department at the University of Wisconsin, USA, and Professor Zvi Griliches of the Economics Department at Harvard University, USA, on the effects of education on the academic and social achievements of young men at the beginning of their career (see Research Project, no. 20, page 52).

6. Professor James Coleman of the Sociology Department at the University of Chicago, USA, on the subjects of comprehensive schools (see Research Project no. 6, page 32), informal education (see Research Project no. 13, page 41) and technological education (see Research Project no. 19, page 50).

7. A group of educators and practitioners from various developing countries in Asia and Africa (Ghana, Kenya, Korea, Malawi, Sierra Leone, South Africa and Thailand), who came to Israel for the International Seminar "From Generation to Generation--Interaction Between the Elderly and the Young", visited the Institute. Their visit focussed mainly on the HIPPY project with a view towards the possibility of adapting the material for use in their own countries. Many of them indicated interest in attending the International Workshop on HIPPY which the Institute plans to hold in Israel at the end of 1982.

B. PUBLIC ACTIVITIES

A Description and Analysis of Compensatory Education in the 80's

At the request of the Ministry of Education and Culture, the Institute will critically review and analyze educational policy and activities relating to the education of the disadvantaged in Israel in the period up to 1980. It will attempt to define criteria for the establishment of guidelines for future policy in this area.

Counseling and Guidance in the Educational System

In addition to their roles as researchers, members of the Institute serve on public committees concerned with various aspects of educational policy and decision making. In 1981/82, Institute researchers served on the following committees:

Professor Chaim Adler

- Chairman of the Board of Directors of MANOF
- Chairman of the Board of Directors of the Hebrew University High-School, Jerusalem
- Member of the Central Committee of the Israel Sociological Association

- Member of the Research Committee of the Israel Community Centers Association
- Member of the Board of Directors of the KEDMA Youth Village
- Member of the Board of Directors of the Israel Foundation Trustees
- Member of the Executive Committee and the Curriculum Committee of the Schwartz Program of the Schools of Social Work and Education
- Member of the Evaluation Committee of the Welfare Program of the Ministry of Education and Culture
- Member of the Presidential Conference on Children

Professor Lea Adar

- Member of the Permanent Committee on the Academization of Teachers' Seminars of the Council for Higher Education
- Member of the Permanent Committee of the Pedagogical Secretariat of the Ministry of Education and Culture

Dr. Dan Davis

- Methodological and Statistical Consultant to the Welfare Program of the Ministry of Education and Culture
- Member of the Subcommittee on Social Statistics for the 1982 Census of the Central Bureau of Statistics
- Leader of the Research Section of the Israel Educational Research Association
- Chairman of the Ministry of Education and Culture Committee for evaluating the use of computers in schools

Ilana Felsenthal

- Member of the Inter-University Research Group on "Residential Education" (an extension of the Inter-University Seminar which was held under the U.S.A.-Israel Cultural Agreement)

Dr. Dan Inbar

- Consultant in planning in-service training for the Senior Educational Personnel Institute of the Ministry of Education and Culture

- Member of the Steering Committee of the Senior Staff Preparation Course of The Hebrew University and the Ministry of Education and Culture
- Member of the Steering Committee of the School Principals Preparation Course of The Hebrew University and the Ministry of Education and Culture
- Member of the Research Program Committee of the Schwartz Program of the Schools of Social Work and Education
- Consultant in the development of educational programs for the Israeli Defense Forces
- Member of the Committee on Planning and Strategy of the Pedagogical Secretariat of the Ministry of Education and Culture

Dr. Reuven Kahane

- Consultation, training and monthly workshops for members of the Youth Division of the Ministry of Education and Culture and of the Department for Vocational Training and Manpower Development of the Ministry of Labour and Social Affairs, and for workers in the field

Dr. Avima D. Lombard

- Member of the Educational Steering Committee of the Schwartz Program for Early Childhood Education of the Schools of Social Work and Education
- Member of the Board of Directors of the David Yellin Teacher-Training College
- Member of the Steering Committee of the Presidential Conference on Children
- Chairman of the Israel Association for Early Childhood
- Member of the Early Childhood Education Committee for Community Centers

Batia Makover

- Member of the team for the establishment of a center for the planning of frameworks of informal education together with members of the Youth Division of the Ministry of Education and Culture
- Consultant and discussion leader for curricular development to the Curricular Unit of the Ministry of Labour and Social Affairs

- Consultant and discussion leader for Principals of frameworks for vocational education and training (vocational, industrial, apprenticeship schools) of the Ministry of Labour and Social Affairs

Dr. Lea Shamgar-Handelman

- Director of Social Planning of KFAR VRADIM (Rose Village), a new town in the Galilee
- Advisor to the Hadassah Nursing Department of The Hebrew University Medical School

Dr. Jonathan Smilansky

- Educational Consultant in improving military training for the Research and Development Unit in the Department of Training of the Israeli Defense Forces
- Consultant in teacher evaluation and educational planning for the Senior Educational Personnel Institute of the Ministry of Education and Culture

Laura Starr

- Member of the Supervisory Board of the Bezek School
- Consultant for Development of Curricula to the Unit on Curricula of the Ministry of Labour and Social Affairs

C. IMPLEMENTATION PROGRAMS

List of Programs

1. The Implementation of HIPPY: Home Instruction Program for Preschool Youngsters
   Dr. Avima D. Lombard, Sara Lior

2. HATAF: Home Activities for Toddlers and their Families
   Dr. Avima D. Lombard, Hannah Nissel

3. MANOF: A Residential Youth Center
   Yaacov Ohayon

4. The Hebrew University Apprenticeship Program
   Zeev Degani

5. The Dimona Project
   Professor Michael Inbar, Professor Chaim Adler, Dr. Lea Shamgar-Handelman, Dr. Yehezkel Dar, Avi Sela

1. The Implementation of HIPPY: Home Instruction Program for Preschool Youngsters

   Academic Director: Dr. Avima D. Lombard
   National Director: Sara Lior

HIPPY is a three year home-based program for the educational enrichment of disadvantaged preschool children and the promotion of increased awareness by mothers of preschoolers of their own strengths and potential as home educators. It was initiated and developed at the Institute and was tested and evaluated during the years 1969-72.[6)]

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6) For a full description of the HIPPY program and the evaluation research see:

Lombard, Avima, D. Home Instruction Program for Preschool Youngsters (HIPPY), Research Report. The NCJW Center for Research in Education of the Disadvantaged (now: The NCJW Research Institute for Innovation in Education), School of Education, The Hebrew University of Jerusalem (1973).

Green, Henry, A.; Cohen, Jane. Research in Action. The NCJW Research Institute for Innovation in Education, School of Education, The Hebrew University of Jerusalem, The Hamakor Press, Jerusalem (1979), pp. 17-36.

Lombard, Avima; Presser, Bina; Druck, Kari. "Home Instruction Program for Preschool Youngsters," Studies in Education, 23:67-78 (1979) (In Hebrew, Summary in English).

Lombard, Avima, D. Success Begins at Home: Educational Foundation for Preschoolers. D.C. Heath and Company, Lexington Books (1981).

Since 1976, it has been implemented on a nationwide scale within the Educational Welfare Program of the Ministry of Education and Culture. In the current year, HIPPY reaches about 16,000 families in approximately 110 urban and rural communities throughout Israel. Participants in the program are families with 4 year-old children whose mothers have less than 12 years of formal education.

A Steering Committee, composed of representatives of the Institute, the Ministry of Education and Culture, the local Municipal Authorities and the community Centers Association, supervises the project and proposes national policies and operational procedures. The day-to-day operation of the project and the professional, academic and organizational responsibility are vested in the professional team at the Institute. In towns and settlements, the program is operated by teams of the Educational Welfare Program, and lately also by Project Renewal teams.

The program is based on a firm belief in both the importance of the home environment in the early years in determining children's school success, and the parents' desire and willingness to invest their efforts towards that goal. The program's objectives are twofold:

1. to increase the involvement of the mother in the intellectual development of her child, and to encourage her confidence in her ability to contribute to it;
2. to help prepare the child for school and to enhance his chances of scholastic success.

The program includes structured learning materials and home instruction in their use, group meetings, and professional guidance of all participants. The activities involved in the program are planned so as to be easily carried out at home and are designed to impart to the child various age-appropriate skills:

1. the ability to listen to verbal communication;
2. the acquisition of appropriate study and work habits;

3. the improvement and enrichment of formal language;

4. the acquisition of sensory discrimination skills;

5. the ability to use logical thinking and problem-solving skills in a variety of situations.

The mother receives a weekly packet of activity materials and is instructed by an aide in the way they should be used in daily activities with her child. The aide is a paraprofessional, herself a mother, resident of the same neighborhood, who participated in the program earlier with her own child. The aides are guided and supervised by a professional team including local and district coordinators. The national director and the project team at the Institute maintain a program of ongoing guidance and supervision of the district and local coordinators and are alert to the possible need to improve and adapt the educational materials to changing circumstances.

The mother's weekly instruction alternates in the following two ways: Once a week the aide comes to the mother's home; she reviews with the mother the activity of the last week and together they go over the learning materials for the following week. The next week, the mother participates in a group meeting with other mothers from her community who participate in the program. In this meeting, in addition to reviewing the work of the past week and presenting the materials for the following week, a group discussion is held with the local coordinator in which the mothers share their experiences and the problems they've encountered in the course of the week. Occasionally, the mothers participate also in general education activities relevant to their role as parents.

2. HATAF: Home Activities for Toddlers and their Families

Senior Program Staff: Dr. Avima D. Lombard, Hannah Nissel

HATAF is a two year home instruction program for young mothers and their first-born babies, aged one to three years. Modeled on the HIPPY program (see above), HATAF includes instruction at the mother's home as well as at group

meetings. It focusses on the young mother and the mother-child interaction process. The program is based on the assumption that the mother needs and wants to learn attitudes and skills necessary for effective educational work with her child so as to enrich the environment and facilitate intellectual development.

The participants in this program are families of lower socioeconomic status, with less than 12 years of schooling, whose child is 10 to 16 months old at the time of intake. A list of families for inclusion in the program is provided at the beginning of each year by the Municipality's Well-Baby Clinics (Tipat-Halav). The mothers participate in the program for two years and are instructed in their homes by paraprofessional aides, themselves mothers, resident in the same neighborhood. These aides are instructed and supervised weekly by local professional coordinators.

In the framework of this program, the mothers learn to engage the child in play activities suitable to his age. They are taught the value of these activities for the child's development and, when necessary, given encouragement, support and aid in coping with problems encountered in the day-to-day experience. In addition to the weekly individual instruction in the mother's home, the mothers participate every other week in a group meeting at the local community center. In these meetings, led by the professional coordinator, topics related to childrearing are discussed, sometimes simple educational toys are made, and the mothers borrow books and puzzles from the program's library. The program staff enlist the aid of the Well-Baby Clinics and other community services in the solution of various problems that arise in the course of their work with the families.

At present, the program is operating in three neighborhoods of Jerusalem and in Beth Shemesh, and it involves 350 families. HATAF is run by a professional team in the Institute and funded by the Educational Welfare Program of the Ministry of Education and Culture.

3. MANOF: A Residential Youth Center

Director: Yaacov Ohayon

The MANOF Center was established in Nahariya in 1975 and is based on an innovative approach to the rehabilitation of disattached (either delinquent or on the verge of becoming delinquent) youth. The initiative came from the Institute and the Youth Division of the Ministry of Education and Culture. Initial funding came largely from Yad Hanadiv (the Rothschild Foundation). Today, partners in the operation of MANOF are the Institute, the Youth Division of the Ministry of Education and Culture, the Vocational Training Division of the Ministry of Labour and Social Affairs, the Youth Aliyah Department of the Jewish Agency and Yad Hanadiv. Professor Chaim Adler is Chairman of the Board of Directors and serves as chief educational consultant.

MANOF activities are guided by the educational principle which assumes that there is a good chance of rehabilitating marginal youth even in their late adolescence, if the educational method used is one appropriate to the needs of young people at this particular age. Thus, MANOF stresses relationships based on mutual trust, provides positive adult models with whom the boys are able to create long-standing and meaningful relationships and affords opportunities for the youngsters to fulfill real and significant roles.

Recently, two additional educational frameworks based on a similar educational conception were established: "KEDMA," a youth village near Kiryat Malachi and "IBIM," near Beersheba.

MANOF trainees live in boarding facilities which, to a great extent, are run by the youths themselves. Their schooling includes academic studies (aimed at acquiring basic skills) as well as vocational training and intensive social guidance. The program is carried out in an open environment and a relaxed atmosphere. The length of stay in the residential center is relatively short--between seven and eight months; after this period the trainees,

accompanied by their instructors, are transferred to kibbutzim where most remain (3-18 months) until their Army enlistment. During the kibbutz stage, the main emphasis is on integration in the working life, society and socio-cultural activities of the kibbutz. In this manner, the boys are gradually introduced into normal living conditions. MANOF sees itself as responsible for its graduates even after they complete their stay in the residential setting and in the kibbutz, and has created a follow-up unit which remains in constant contact with the past trainees during and even after their Army service.

In 1980/81, 60 youngsters were enrolled in MANOF. An experimental project, called MAOF, which aims to prepare some of these boys to pursue higher academic learning despite their limited past schooling, was established in collaboration with Haifa University. An intensive program of 1,400 hours of study was evolved for a group of ten boys selected from the general trainee population, with the goal of having these youngsters sit for examinations for the pre-academic course of the University. Seven of the boys, in fact, completed the course of study and passed the examinations and are currently enrolled in the Center for Pre-Academic Studies at Haifa University. During the current year, 12 additional trainees enrolled in the MAOF project.

Three hundred and four youngsters have so far been trained at MANOF: of these, 55 are in the residential center in Nahariya, 32 are continuing their education in a kibbutz, 7 are studying in the pre-academic program at Haifa University, 25 are awaiting enlistment into the Army, either in their homes or in pre-military educational frameworks, 148 are now on active service in the Israel Defense Forces, and 39 have already been discharged upon completion of their service.

4. The Hebrew University Apprenticeship Program

Director: Zeev Degani

The project's objective is to provide an educational framework for apprentices, aged 15 to 18, working at the Hebrew University. These youngsters have dropped out of formal educational frameworks though they are obliged by the Apprenticeship Law to attend school once a week. The initiative to create a special program which would satisfy both the law and the youngsters themselves came from the Personnel Department of the University. Most of the youngsters come from poor and socially disadvantaged neighborhoods and reflect a considerable variety of educational achievement and individual needs. Consequently, individual schedules have to be worked out and personal attention given to each of the apprentices in the program.

In this project, an attempt has been made to apply the results accumulated in two studies carried out during the last ten years in the Institute. One of these, a study of vocational training in Israel, has produced a curriculum based on the "role approach" (see Research Project, no. 13, page 50). Another relevant study deals with informal education and its effects and shows that informal educational settings are especially conducive to the development of personal and social resources and thus are particularly attractive to youngsters who failed in more formal settings (see Research Project, no. 13, page 41).

The Institute provides both counseling and evaluation of this project with a view to its possible extension to other frameworks of vocational education and training. The specific objectives of this program are:

1. to prepare the apprentices for occupational roles and to help them in the development of a "vocational career";

2. to prepare the apprentices for adult social roles (such as citizens, parents, or friends);

3. to develop their personal resources for the effective use of leisure time.

This project has been in operation since October 1980. As a preliminary step, a joint camp for the apprentices and the educational staff was set up in order to develop motivation to join the project and to facilitate informal relations between the staff and the apprentices and among the apprentices themselves. Following the camp experience, the project begins. During the course of the program, the group meets once a week for a whole day which is devoted both to academic studies and to cultural and social activities. During the first stage of the project, the apprentices revealed considerable difficulties in adjusting to educational and social frameworks. Consequently, emphasis was shifted towards inculcation of norms rather than specific areas of study. By now, the study framework has become much more firmly established and norms of learning and cooperation have evolved to the point where some social and scholastic achievements are already discernible.

The project is funded by the Ministry of Labour and Social Affairs and by The Hebrew University.

5. The Dimona Project

Senior Project Staff: Professor Michael Inbar, Professor Chaim Adler, Dr. Lea Shamgar-Handelman, Dr. Yehezkel Dar, Avi Sela

In August 1979, the Institute was asked by the Director of the Department of Education of the Dimona Municipality to carry out a series of evaluation studies of selected educational activities in the town. Considering the scope of the requested study, it was decided to enlist the partnership of the Henrietta Szold Institute in carrying out the project. Due to the limited budget which the Dimona Municipality could allocate for the project, it was suggested that a research seminar should be held in the University and that the education and sociology students participating in it could work on the project and use their reports as seminar papers. However, since only a few students were interested in participating in a seminar which required frequent trips to Dimona, an alternative idea was put forward. An offer was made to the Dimona Lehman Comprehensive School pupils to work as "research

assistants" under the guidance and supervision of the Institute team in return for permission to use the data they would collect for writing papers which would be accepted in partial fulfillment of the matriculation requirements. The data would be used also for the evaluation studies.

The project was set in motion in March 1980. Of the sixteen 11th-graders who joined it, ten have completed their reports which were submitted to the Ministry of Education and Culture. Each pupil has been working on a specific research problem and has been a full partner at every stage of the research: definition of the problem, identification of the relevant population, formulation of research tools and their application, preparation of data for computorized processing, drawing conclusions from the computer output, and writing the report. Their work has been closely and individually supervised by the project's team. In addition, the youngsters participated in several intensive all-day orientation courses which were held at the Hebrew University (in which the pupils were introduced to some basic research techniques, such as the use of libraries, the computer, and reading of computer outputs)

The project team will submit to the Dimona Municipality a comprehensive report summarizing both research and educational activities. Below are examples of topics and problems studied by five of the Dimona Lehman Comprehensive School pupils:

1. Pupils' and Teachers' Perception of Violence.
2. The Status and Characteristics of the "Complaining" Secondary School Pupil.
3. Staying on in Dimona Among Graduates of the Comprehensive School as a Function of Educational Track and other Variables.
4. Socioeconomic Status and Perception of Privacy Within the Family System.
5. Perceived and Objectively Assessed Effects of Family Crisis on School Achievement.

In the current year, the Institute was instrumental in engaging a social science teacher for the 10th-grade students at the Lehman School. Students who will join the project in 1982/83, when they will be 11th-graders, will thus be better prepared to participate in it.

RESEARCH PROJECTS OF THE INSTITUTE

LIST OF PROJECTS

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   Dr. Yaakov Kareev, Dr. Dan Davis, Paula Silberstein
2. An Evaluation Study of the HATAF Program
   Dr. Avima D. Lombard, Judy Kugelmass

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4. Home and Space
   Dr. Lea Shamgar-Handelman, Ruth Belkin, Rachel Kimor
5. A Descriptive Study of Community Schools
   Dr. Jonathan Smilansky, Dorit Baumgarten
6. Comprehensive Schools in Development Towns--Their Educational Effectiveness
   Professor Chaim Adler, Eythan Weg, Moshe Egozi
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C. SCHOOL INTEGRATION

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10. Educational Initiatives and Innovations in Junior High-Schools Coping with Heterogeneous Student Populations
    Nura Resh, Professor Chaim Adler, Dr. Dan Inbar
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    Professor Chaim Adler, Ilana Felsenthal, Dr. Sorel Cahan

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15. Residential Treatment of Marginal Youth
    Dr. Avi Gottlieb
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    Professor Don Handelman, Dalia Sprinzak, Dr. Eileen Basker
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17. A Follow-Up Study on Social Mobility of Graduates of the Centers for Pre-Academic Studies
    Dr. Yaacov Nahon, Professor Chaim Adler
18. Second Chance
    Dr. Dan Inbar, Rita Sever

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19. Comparative Analysis of Different Patterns of Technological Education
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20. The Effects of Formal and Informal Educational Tracks on Social Participation and Socioeconomic Attainments of Israeli Males in the Early Stages of Employment
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22. The Effectiveness of Enhancing Creative Thinking in Disadvantaged and in Middle-Class Youth
    Dr. Amos Goor, Dr. Gad Alexander, Rivka Rimor
23. A Study Testing a New Cognitive Model and Its Application to Science and Mathematics Teaching for Disadvantaged Populations in Israel, Costa Rica and New York
    Dr. Gideon Carmi
24. Determining Difficulties in Reading Comprehension Among School-Age Children
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H. ADDITIONAL PROJECTS OF INSTITUTE RESEARCHERS

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26. Human Judgement and Insight
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27. School Prestige and Attractiveness: How Do Young People Choose A High-School?
    Professor Chaim Adler, Professor Mike Inbar
28. Professional Education for Women and Social Mobility--The Case of Nurses in Israel
    Dr. Lea Shamgar-Handelman

A. EARLY CHILDHOOD EDUCATION

1. A Follow-Up and Evaluation Study of the HIPPY Implementation

Senior Research Staff: Dr. Yaakov Kareev, Dr. Dan Davis, Paula Silberstein

The first follow-up evaluation of HIPPY was carried out in an experimental setting. This study set out to evaluate the impact of HIPPY in the natural setting of nationwide implementation. The effects of HIPPY on the educational achievements of its participants in first and second grade were studied in six different locations. Each experimental location was compared to a matched control. The control group consisted of children in locations which did not participate in the program. To further ensure comparability of the results, an additional control was used: The results of the experimental and control children were compared to those of older siblings when they had attended the same grade. Using the within-family comparison reduced the possible effects of general ability, family environment, and socioeconomic status, while using the within-family design both for the experimental and control locations reduced the dangers of uncontrolled period effects. The study concentrated on two major indicators of educational success--normative progression through the educational system and scores on Hebrew and math tests.

The program proved successful on both dependent measures. Its effect was most pronounced in preventing atypical progression through the educational system in lower-risk families. It reduced by 79% the rate at which its participants deviated from the normative educational progression (i.e. stayed back or were transferred to preparatory or special education classes). This is considered to be a large (and significant) effect obtained in a crucially important aspect of educational performance. (Because of the meager data available in higher-risk families, the researchers conclude very tentatively that HIPPY had no positive effect in these cases.)

As for school achievement, there was a small, yet consistent effect in favor of HIPPY children. This effect was apparent over the total achievement scores and somewhat stronger in math than in Hebrew and stronger in first grade than in second grade.

Considering these findings, the researchers conclude that the HIPPY program does improve the scholastic performance of its participants. They recommend that the program be continued and used at locations where school performance tends to be lower than the norm. They also recommend that the implementation and the effects of the program be continuously monitored.

The study was funded by the Ministry of Education and Culture. A final report is being prepared.

2. An Evaluation Study of the HATAF Program

Senior Research Staff: Dr. Avima D. Lombard, Judy Kugelmass

An evaluation study of the Institute's HATAF program was carried out in 1979 in Beth Shemesh with 22 families who had completed participation in the program in the experimental group, and 22 families who had not participated in the program in the control group. This is the first study of HATAF and serves, in a way, as a pilot study.

The study attempted to answer the following questions:

1. Did participation in the program affect the mother's awareness of her socializing role in the education of her children; and how does she cope with the emotional, social and intellectual aspects of this role?

2. What is the extent and the substance of the mother-child interaction following exposure to the program?

Special attention was paid to the extent to which the mother

1. makes use of the educational principles learned in the program in her daily interaction and activities with the child;

2. is aware of the child's capacities and limits at different stages of development and functions well in this respect;

3. is aware of the need for sustained and rich verbal interaction with the child and in fact maintains such interaction;

4. is aware of the importance of giving positive reinforcements to her child during the developmental process and in fact provides such reinforcements;

5. is aware of the importance of play activity for the development of the child and in fact plays with her child using diverse play techniques.

The study was funded by the Institute and by the Ministry of Education and Culture. A final report is being prepared.

B. EDUCATION IN THE FAMILY AND THE COMMUNITY

3. Families in Poverty

Senior Research Staff: Dr. Lea Shamgar-Handelman, Ruth Belkin

During the period 1976-79, 177 families residing in Jerusalem neighborhoods, defined by the welfare authorities as disadvantaged, were studied by means of participant observation. A wealth of data on the life styles and modes of functioning of these families was thus collected.

Preliminary analysis of this material seems to offer some, albeit tentative, answers to the question of the relationship between patterns of functioning of the family on the one hand, and school success of its offspring on the other. To test this relationship, a "family score" was constructed, indicating the overall achievement level of all the children in the family over all the years of their schooling.

At the same time, the following four aspects of the family's functioning and organization patterns were studied:

1. life-style (symbolic and ritual expressions of the values held by the family);
2. patterns of time allocation within the family setting;
3. patterns of space allocation in the family housing unit;
4. organization and utilization of the family's manpower according to its needs.

Analysis of this data revealed significant correlations between certain patterns of family functioning in the above areas and levels of school achievement of the family's children. The general trend indicated by these findings was that the more efficiently the family utilizes the resources at its disposal in order to attain aims which its members recognize and agree upon, and the more the activities of its daily life reflect its value system, the higher the educational achievement level of the family's children.

The study was funded by the Institute, by the Ministry of Education and Culture, and by the Ford Foundation. A report summing up these findings has been published in Hebrew and in English and has also appeared in ERIC.[7)]

4. Home and Space

Senior Research Staff: Dr. Lea Shamgar-Handelman, Ruth Belkin, Rachel Kimor

This area of study developed as an offshoot of the previous study (see above).

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7) Shamgar-Handelman, Lea; Belkin, Ruth. Family Functioning and Children's Achievements in School, Research Report. The NCJW Research Institute for Innovation in Education, School of Education, The Hebrew University of Jerusalem (1979) (Hebrew Version, 1978).

ERIC: Resources in Education, Vol. 15 (9), ED 186510, September 1980.

A theoretical elaboration and an additional analysis of the data with specific reference to "organization of space" was summed up in a separate report.[8] This publication is the first report in a series of analyses of the material with a view to a better understanding of the socializatory significance of patterns of family organization and functioning. An additional publication, concerned with indirect socialization-linked significance of patterns of allocation of space for children's needs, is nearing completion.

A second round of data collection was conducted in a development town. The families who comprise this population vary widely in terms of socio-economic status. Analysis of this data allows for a set of comparisons both between and within populations. The analysis of this data is expected to contribute to the understanding of the significance of the dwelling unit in family life in Israel and the usage of home space as a resource for achieving family goals. In order to widen the theoretical and research scope of this area of study, a third round of data collection is planned for the future--this time among middle- and upper middle-class families.

The study was funded by the Institute.

5. A Descriptive Study of Community Schools

Senior Research Staff: Dr. Jonathan Smilansky, Dorit Baumgarten

Community schools have been experimentally developed and operated by the Ministry of Education and Culture, the Israel Community Centers Association--("Matnas"), and the Joint Distribution Committee over the past three years. The basic idea underlying the project involves the school building remaining open in the afternoons and evenings for entertainment, sports, educational

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8) Shamgar-Handelman, Lea; Belkin, Ruth. Patterns of Space Allocation in Family Dwelling Units in Jerusalem Neighborhoods, Research Report. The NCJW Research Institute for Innovation in Education, School of Education, The Hebrew University of Jerusalem (1977) (In Hebrew).

and vocational activities of community members. The school, mainly the elementary school, can thus serve as the locus for all the educational and cultural needs of the neighborhood. Such an arrangement was expected to bring about a more economical utilization of resources, better communal services and, as a result of enhanced interaction between the educational system and the community, also more effective implementation of the traditional educational objectives of the school. This model was adopted in Israel for schools located in neighborhoods of socially disadvantaged populations.

The Institute was requested by the Ministry of Education and Culture and by the Joint Distribution Committee to perform an evaluation study which would serve as a basis for decisions on possible changes in the original model, and/or its expansion to other schools and neighborhoods.

The evaluation study was carried out in two stages:

1. During the first stage (Spring 1980), in-depth interviews were conducted with central figures involved in planning and implementing the community school project. This was done in order to define the objectives of the community school program, with a view to assessing, at a later stage, the extent to which these objectives have in fact been realized. Thus, a general conceptual scheme was produced, which was then used to identify a range of possible objectives of the community school. Nineteen such objectives have been identified by the investigators.

2. The second stage, completed in May 1981, was devoted to a description of the actual operation of existing community schools, compiled from interviews with principals, teachers, coordinators, parents, community members and other people using the school facilities.

The original proposal included a third stage to investigate educational and social outcomes of participation in the community school project versus those obtained in a regular school. Currently it seems clear that there is no need for such an evaluation stage. A demonstration project is being considered by the staff as a basis for obtaining tighter controls over project

implementation.

This study was funded by the Ministry of Education and Culture, by the Israel Community Centers Association and by the Joint Distribution Committee. A final report has been published.[9)]

6. Comprehensive Schools in Development Towns--Their Educational Effectiveness

Senior Research Staff: Professor Chaim Adler, Eythan Weg, Moshe Egozi

In response to a request by the Ministry of Education and Culture, the Institute, in August 1980, undertook to investigate the functioning of comprehensive high-schools (60) in the 30 development towns.* The comprehensive school was introduced in Israel as part of the effort to reverse the trend among residents to leave the development towns and move to larger cities in central Israel. The challenge faced by the schools in development areas is to meet,within one institution,the needs of pupils representing a wide range of abilities, interests and preferences so as to offer equal educational opportunities to all, thus contributing to social cohesion.

The study attempts to answer the following questions:

1. How efficient is the comprehensive school system compared with other secondary school systems in operation in Israel?

2. What is the relative efficiency of different patterns of comprehensiveness?

The investigators' intention is to analyze in detail the comprehensive school system by analyzing existing data about school outcomes (e.g. exam-

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9) Smilansky, Jonathan; Baumgarten, Dorit. Community Schools--a Description and Evaluation, Research Report. The NCJW Research Institute for Innovation in Education, School of Education, The Hebrew University of Jerusalem (1981) (In Hebrew).

*Israel's public school system comprises public secular as well as public religious schools. Thus, each development town has two comprehensive high-schools--one secular and one religious.

ination records), as well as data about the flow of students through the system; and by administering tests and questionnaires to the schools' current population.

The study is funded by the Ministry of Education and Culture.

7. Kfar Vradim--A Planned Town in the Galilee

Senior Research Staff: Dr. Lea Shamgar-Handelman, Dr. Eileen Basker, Ruth Belkin

At the invitation of the Kfar Vradim Corporation, the Institute has formed a "Social Planning Team" to participate in the planning of the new town. The specific tasks of the team are as follows:

1. to follow and document the process of establishing the new settlement;

2. to examine the way in which personal motivation and aspirations of candidates for settlement in Kfar Vradim integrate into a functioning community;

3. to follow up the processes of community organization;

4. to point up the social significance and outcomes of the physical, economic, legal and administrative planning;

5. to examine the degree of congruence between the stated objectives guiding the establishment of the community and their implementation;

6. to examine to what extent novel, unconventional opportunities in the occupational and social milieus, in housing and quality of life, planned by Kfar Vradim, attract those sections of the population whose opportunities for advancement in these areas are limited in other communities.

The task of social planning of a new community differs from the kind of research ordinarily performed by the Institute. Our consent to participate in this study was due to several reasons. During the years of the Institute's existence and its ongoing concern with the problems of education in

Israel, it has become increasingly aware of the educational effect of factors outside the formal educational system, such as family and community. This has led to expansion of the Institute's theoretical and applied research interests. A community study is, in effect, a study of the total educational environment in the widest sense of the term. However, the Kfar Vradim project offers even more. Kfar Vradim is an experimental project which aims to create, in a planned way, a community that functions with high standards of quality of life. In this plan, quality of life covers a wide range of aspects of life, from human relationships to quality of services. Careful study of the techniques (the more, as well as the less, successful ones) for achieving these goals might serve as an important tool in the planning of other communities. And finally, collaboration with the private sector of the Israeli population is a new experience since the Institute usually collaborates with governmental or public sectors. This collaboration will provide the Research Institute with new criteria for evaluating its work.

The study is funded by the Kfar Vradim Corporation. Two interim reports have been prepared.

8. Generative Topics as a Basis for Educational Activities for Under-Educated Adult Populations

Senior Research Staff: Dr. David Harman, Dr. Eileen Basker, Orit Ziv

Many attempts have been made both in Israel and abroad to plan educational activities for adults with poor educational backgrounds. The aim of such activities is mainly the imparting of literacy. However, it has been found that these attempts have not, on the whole, produced satisfactory results. Numerous studies have shown a considerable attrition rate as well as regression, following completion of the course of study, to pre-intervention levels of knowledge.

In the early 60's, the Brazilian educational scholar, Paulo Freire, devised a new and more effective method of teaching adults. His method relates

the learning contents to those subjects which are of interest to the learners, rather than to a predetermined curriculum. He assumed that since such subjects are part of the learner's cognitive map, they will positively affect his motivation to learn. This method has proved successful in Brazil and, in somewhat modified form, in other countries.

In the present research program (started in 1978),an attempt was made to apply this method in Israel. Cognitive maps were drawn for three groups of adults: immigrants from Libya, Cochin and Kurdistan. Generative topics were derived from these maps and offered as a basis for planning and preparation of curricula for the above three groups.

Experimental groups were made up of residents of two villages and one development town. The study was divided into four stages: learning the ethnography and the local culture of each of the settlements; photographing landmarks and activities in those settlements; utilizing those photographs in group interviews as stimuli for free conversation among the interviewees; and analyzing the contents of the recorded conversations with a view to identifying generative topics raised in the various groups. In this analysis, every well-defined topic which was raised repeatedly in a given settlement and which aroused considerable interest among the participants was considered generative. Six generative topics identified in each group were combined into a cognitive map of the given populations.

The recommendation was that educational and activity curricula for the different groups of adults should be built around the generative topics identified and tested in this study.

The study was funded by the Institute. A draft research report has been submitted.

C. SCHOOL INTEGRATION

9. A Study of Homogeneity and Heterogeneity in Education: Interaction Between Personal Resources and Learning Environment in Affecting Scholastic Achievement

Senior Research Staff: Dr. Yehezkel Dar, Nura Resh

This study investigates the effect of the social and intellective composition of the classroom on students' educational outputs. The following hypotheses have been tested:

1. Learning in homogeneous and heterogeneous classes will have a two-fold differential effect: In a homogeneous class, the achievements of pupils rich in personal resources will increase as they are learning in an intellectively rich social and learning environment ("high" track), whereas the achievements of pupils with limited personal resources, learning in an intellectively poor social and learning environment ("low" track), will decline. In a heterogeneous class, the achievements of pupils poor in personal resources will improve (due to environmental enrichment) and that of pupils rich in personal resources will decline (due to impoverishment of environment).

2. The differential effect will be asymmetrical: more pronounced among pupils with poor resources (both their improvement of achievements in heterogeneous classes and decline of achievements in homogeneous classes) than among pupils rich in personal resources (improvement in homogeneous classes and decline in heterogeneous classes).

3. The asymmetry of the differential effect will be most pronounced in the middle range of the distribution of personal resources, i.e. among pupils with average resources.

The hypotheses were tested and confirmed on a sample of 700 kibbutz youngsters in grades 10 to 12 of six district high-schools. In four of these schools, homogeneous classes are formed on two ability levels, whereas in two other schools, classrooms are heterogeneous.

In a secondary analysis of data from the Junior High-Schools Study,[10] the investigators have found that the level of intellective quality of the classroom composition has a positive effect on the scholastic achievement of pupils. This provides verification of hypothesis 1. (above). The second hypothesis has also been confirmed. It was found that the effect of the quality of the class composition is stronger on those poor than on those rich in personal resources.

The study was funded by the Ford Foundation and a report (in English) is currently being prepared for publication in book form.

10. Educational Initiatives and Innovations in Junior High-Schools Coping with Heterogeneous Student Populations

Senior Research Staff: Nura Resh, Professor Chaim Adler, Dr. Dan Inbar

Following the establishment and expansion of integrated junior high-schools in Israel, their principals and teachers have been confronted with the challenge of operating schools with a considerably more heterogeneous student body than that of elementary neighborhood schools or the selective secondary schools. Educational work with the student body is perceived by teachers as difficult and very demanding. Consequently, and in the absence of standardized educational tools for work with such classrooms, different junior high-schools seem to have adopted different strategies in meeting the challenge of heterogeneity.

This research, (a case study), aimed at learning about and evaluating the ways in which five junior high-schools were coping with the problem of

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10) Chen, Michael; Levy, Aryeh; Adler, Chaim. Process and Outcome in Education: Evaluating the Contribution of the Junior High-School to the Educational System, Research Report. School of Education, The Tel Aviv University; and The NCJW Research Institute for Innovation in Education, School of Education, The Hebrew University of Jerusalem (1978) (In Hebrew).

heterogeneity. All the schools in the sample were well established, heterogeneous (with a small percentage of disadvantaged children) and urban. The study was carried out in 1979/80. Data was collected from school records, individual and group interviews with principals, teachers and other personnel, teachers' meetings, as well as from direct observations of a sample of classrooms. Towards the end of the school year, questionnaires exploring attitudes and school climate were administered to pupils and teachers.

The major findings of this study are:

1. Schools vary considerably with regard to policies for dealing with the heterogeneous pupil population.

2. There is, on the whole, general consensus about the goals of school integration. School principals and counselors usually "carry the banner" on this issue.

3. The school principal is the dominant figure in the junior high-school. The extent of his determination to define and carry out educational policies has a crucial effect on the nature of the school's operation.

4. Teaching heterogeneous classes presents the teacher with serious difficulties. If not accompanied by investment in special pedagogical tools, heterogeneity is perceived by them as an impediment to their ability to function adequately in their professional role. There is a consequent tendency toward resegregation of pupils which takes different forms, e.g., the introduction of ability grouping and a tendency to transfer poor pupils to other educational frameworks.

5. Special classes for the scholastically weakest pupils, as operated now, do not serve their purpose, i.e. the advancement of such pupils in either scholastic achievements or social adjustment.

The study was funded by the Ministry of Education and Culture. A final report has been published[11] which describes in detail the different patterns of coping with heterogeneity found in the five junior high-schools studied.

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11) Resh, Nura; Adler, Chaim; Inbar, Dan. Educational Initiatives and Innovations in Junior High-Schools Coping with Heterogeneous Student Populations, Research Report. The NCJW Research Institute for Innovation in Education, School of Education, The Hebrew University of Jerusalem (1980) (In Hebrew).

11. Learning of the Disadvantaged and "School Climate"

Senior Research Staff: Dr. Dan Inbar, Nura Resh

Secondary analysis of research data was made in order to reexamine the question of effects of "school climate" on learning by disadvantaged pupils.

The departure point was a review of world literature on the subject, followed by construction of a conceptual framework. Two sources of data were used:

1. secondary analysis of data on school and class level from the Junior High-School Study;[12)]
2. the five case studies described and analyzed in the study on Educational Initiatives and Innovations in Junior High-Schools Coping with Heterogeneous Student Populations (see Research Project no. 10, page 37).

Junior high-schools were found to cope with the heterogeneous student population with various degrees of effectiveness, depending very much on teachers' attitudes and school policy which is related, to a great extent, to the school management and leadership. Studying the effect of "school climate" on various class achievement-related attitudes, it was found that this effect may be differential for various class compositions (high-homogeneous, heterogeneous and low-homogeneous classes).

There were also indications of the effect of the relative position of the class within the school and the degree of the homogeneity of teachers' attitudes on the class attitudes.

The study was funded by the Ford Foundation. Analysis of data has been completed and a report is being written.

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12) See footnote no. 10 on page 37.

12. The Sieff Junior High-School Follow-Up

Principal Investigator: Nura Resh

The Sieff Junior High-School was opened towards the beginning of the 1980/81 school year as a "growing" junior high-school, admitting graduates of two elementary schools in Jerusalem from two different neighborhoods. At the initiative of the school principal and the Jerusalem Municipality, the Institute started monitoring the school's progress as well as providing consulting services on the basis of experience and acquaintance with other junior high-schools in Israel.[13] The study was designed to monitor the development of the school and evaluate its educational activities. It focussed on the following topics:

1. Follow-up of pupils:
   a. collection of background information;
   b. studying the process of class formation and performance;
   c. studying the performance of the special "slow-learner"class;
   d. checking possible pupil drop out and/or transfer;
   e. decision-making concerning intake of new pupils in 1981/82.
2. Follow-up of teachers:
   a. teamwork and degree of curriculum planning;
   b. teachers' workshop;
   c. performance of counseling and other supporting services;
   d. observation and evaluation of classroom teaching;
   e. experimental implementation of "rehabilitative teaching."
3. Follow-up of the development of the school's community-related activities. A community center has been set up on the school premises with the declared objective of developing a community school in which the educational activities of the school and the center should be technically and substantively integrated.

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13) This is the third study undertaken at the Institute on the Educational Reform in Israel following the establishment of the junior high-school. For the first study, see footnote no. 10 on page 37; for the second study, see Research Project no. 11, page 39.

On the basis of the one year follow-up, recommendations were made concerning several areas:

1. new avenues for possible community activities and school-community center cooperation;

2. a change of class composition, mainly concerning the slow-learners' class, which appeared to be quite problematic;

3. the need to develop teamwork for a more careful planning of the curriculum for the various subjects as well as the need to adjust teaching methods for students' diverse abilities.

It is hoped that the findings will be useful in guiding both the school's and the center's leadership in this new venture and in drawing conclusions of nationwide applicability.

The study was funded by the Jerusalem Municipality. A final report has been published.[14)]

D. INFORMAL EDUCATION

13. Informal Educational Frameworks

Senior Research Staff: Dr. Reuven Kahane, Dr. Tamar Rapoport[15)]

In this research, which began in 1971, an attempt has been made to elucidate the effect of informal education on youth in general, and on disadvantaged youth in particular. To that end, summer camps were studied as an approximation of an "ideal type" of informal framework over a period of five

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14) Resh, Nura; Adler, Chaim. The Development and Activity of a New Junior High-School: A Follow-Up and Scientific Consultation in the Sieff Junior High-School. The NCJW Research Institute for Innovation in Education, School of Education, The Hebrew University of Jerusalem (1981) (In Hebrew).

15) This research formed the basis of Dr. Rapoport's PhD thesis.

years. The findings indicate the functioning of a unique informal structure within summer camps, differing from the small group, and characterized by a unique set of "codes", such as symmetry, moratorium, duality, multiplexity, symbolism, etc. The informal framework was found to have a fourfold effect:

1. It cultivates in youngsters the principle of reciprocity, in the sense of "do unto others what you would have them do unto you", Its symmetrical structure does not permit the imposition of rules by the strong. Rather, rules are formulated by mutual consent; hence most of those adopted are universal (i.e. rules which can be considered general maxims), and to which moral commitment is possible.

2. The multiplexity structure of informal frameworks facilitates the expansion in both variety and quality of the repertoire of roles known to the youngster and his capacity to clearly distinguish between different categories of roles (e.g. economic, familial).

3. The principle of moratorium helps and encourages youngsters to utilize their resources in various roles. In this respect, informal frameworks can be considered useful in training youngsters to use their potential resources in actual roles.

4. Due to their inherent symbolic dimension, informal settings reduce the distance between values and actions, and thereby may reinforce motivation and legitimation of social activities. In other words, in informal settings, symbols become functions, thereby extending their meanings.

Additional experiments are required to advance our understanding of the impact of informal youth frameworks on their participants.

The study was funded by the Institute, by the Ministry of Education and

Culture, by the Aranne Fund and by the Ford Foundation. Two reports[16] have been submitted to the Ford Foundation and a summary of the findings will be published in English in book form.

14. A Study of Residential Education

Senior Research Staff: Professor Chaim Adler, Ilana Felsenthal
Dr. Sorel Cahan

The Authority for Research and Development of the Ministry of Energy and Infrastructure awarded the Institute a grant for a pilot study in the field of residential education in Israel. During this stage of research, which started in the middle of the 1979/80 academic year, four pairs of observers were sent, following appropriate training, to conduct observations at four residential educational institutions in the Jerusalem district (a vocational-technical school, an agricultural school, a boarding school for orthodox girls, and a comprehensive orthodox school). Each pair submitted a historical-anthropological report on the institutions observed, as well as observation sheets recording observations of various activities in the institution. The team was joined by a graduate student of anthropology, who functioned as participant observer in a residential institution for gifted children from disadvantaged backgrounds.

A report summarizing the findings is being prepared. It is the intention of the team to use these findings as a background for the next phase of the study.

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16) Kahane, Reuven; Rapoport, Tamar; Soffer, Laura. The Impact of Informal Educational Frameworks on Disadvantaged Youth: The Case of the Summer Camps. The NCJW Research Institute for Innovation in Education, School of Education, The Hebrew University of Jerusalem (1979).

Kahane, Reuven; Rapoport, Tamar. The Impact of Informal Educational Frameworks on Disadvantaged Youth. The NCJW Research Institute for Innovation in Education, School of Education, The Hebrew University of Jerusalem (1981).

E. RECOVERY INSTITUTIONS

15. Residential Treatment of Marginal Youth

Principal Investigator: Dr. Avi Gottlieb

This study evaluates two institutions, MANOF (for a detailed description of MANOF see page 18) and KEDMA, both of which provide a residential setting for intensive recovery efforts for disattached and neglected youth. These institutions combine educational, vocational and social activities, with the youngsters themselves sharing some responsibility for management. The MANOF project has been in operation for six years and currently takes in about 70 youngsters each year. KEDMA is an experimental project which began operating in April 1980 and has,since then,taken in 60 boys and girls for an undefined length of stay.

The first phase of the research was carried out by means of participant observation and informal interviews with counselors and participating youth in both institutions.

The second phase of the study, which is now in progress, is an extensive and systematic evaluation designed to compare the social achievements of participants in these institutions with those of youngsters with similar backgrounds in other primarily residential educational settings.

The objectives of the observation and the interviews were as follows:

1. to examine the criteria for intake;
2. to examine the drop-out rate and its causes;
3. to identify the nature and content of the institutional care, e.g. academic and vocational training, and both formal and informal social activities.
4. to describe the organizational infrastructure of the institution and identify gaps between administrative plans and organizational reality;

5. to investigate the nature of the relationships formed between the youngsters and the instructors and among the youngsters themselves.

The study is funded by the Institute, by the Joint Distribution Committee and by the Ministry of Education and Culture. An interim report is being prepared.

16. The "Miftan" as a Rehabilitative and Educational Institution

Senior Research Staff: Professor Don Handelman, Dalia Sprinzak, Dr. Eileen Basker, Dr. Yaakov Kareev

Miftan--or Sheltered Workshop--is an educational framework designed for the comprehensive recovery of marginal youth who have dropped out from regular schools. The Miftan sees as its objective the socialization of the youngster and the development of his potential and of his personal maturity. Vocational training is perceived by the Miftan management not as an end in itself but as an important instrument in the socialization of the youngsters. The Miftan is sponsored by the Ministry of Labour and Social Affairs and is supervised by its Youth Rehabilitation Service.

This evaluation study, commissioned by the Ministry of Labour and Social Affairs, is unusual in that it combines two methodological approaches: Profesor Handelman and Dr. Basker represent the anthropological approach, whereas Mrs. Sprinzak and Dr. Kareev use educational-research methods. The anthropological approach calls for intensive participant observation, whereas the educational-research method calls for the use of various structured research instruments, including tests, structured interviews and questionnaires.

Both research methods were applied to the study of the same populations in three Miftan institutions. Two additional institutions were investigated by the educational-research method only. A total of five Miftan frameworks were thus investigated with a view to the inclusion of a wide range of types.

Comparative frameworks, such as youth centers, operating in the same localities, were also studied.

The findings pointing to educational success assume particular clarity by comparison of the Miftan with other educational frameworks:

1. The Miftan does not depart from its original aim of providing education to the weakest and most needy pupils.

2. The Miftan pupils made progress in basic studies at a rate similar to that of pupils in comparative frameworks.

3. Pupils did not perceive any stigma in belonging to the Miftan.

Some more problematic findings come to light as well:

1. There is a considerable gap between the Miftan ideology and its implementation. Of the five institutions investigated, not even one was faithful in practice to the stated ideology of its management. Moreover, those among the Miftan institutions whose operation was found to deviate most from the official ideology, were the most effective: attrition rate was low, pupils' progress in basic studies was adequate, and graduates were satisfied with the vocational training they had received there.

2. The anthropological investigation revealed signs of possible fundamental structural problems in the three cases studied. The Miftan management adopted and propagated what could be defined as a "soft ideology" of rehabilitation, while in reality, it developed a rigid bureaucratic superstructure. This contradiction sometimes led to distortion of the recovery process.

The Miftan team members were allowed to develop overspecialization and a rigid, bureaucratic-type role definition. This reduced their effectiveness in dealing with pupils. The contradictions, the inner inconsistencies and the poor organization of the team, contributed to the formation of informal arrangements of status and social relationships among the pupils which were governed by criteria acquired outside of the Miftan, whereas the Miftan setting failed to modify or change these criteria.

The overall conclusion was that the management must choose between the following alternatives: either to provide adequate vocational training useful to Miftan graduates, or to endeavor to attain the declared Miftan objective of rehabilitating "the total youngster" and ensure that his resources be used in ways which coordinate well with those of the team. The first alternative can be realized in institutions with a "stronger" pupil population, and the second in those which care for "weaker" pupils.

The study was funded by the Ministry of Labour and Social Affairs and a final report has been published.[17)]

17. A Follow-Up Study on Social Mobility of Graduates of the Centers for Pre-Academic Studies

Senior Research Staff: Dr. Yaacov Nahon, Professor Chaim Adler

Following an earlier study by Dr. M. Nissan,[18)] a follow-up study of graduates of the third, fourth and fifth classes of the Centers for Pre-Academic Studies at The Hebrew University and The Technion, ten to twelve years after their graduation, was performed at the Institute.

This investigation studied the academic achievements, the occupational tracks, the social mobility, the images of stratification, and some elements of the ethnic identity of the graduates of the program. Three samples were chosen as controls for the graduates of the Pre-Academic Studies Centers:

1. Hebrew University and Technion students who started their academic training in the same institutions and the same departments as the CPAS

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17) Handelman, Don; Sprinzak, Dalia; Basker, Eileen. The "Miftan" as a Rehabilitative and Educational Institution. The NCJW Research Institute for Innovation in Education, School of Education, The Hebrew University of Jerusalem (1981).

18) Nissan, Mordechai. The Center for Pre-Academic Studies for Soldiers of Disadvantaged Background: Description, Evaluation and Attempted Analysis. The NCJW Research Institute for Innovation in Education, School of Education, The Hebrew University of Jerusalem (1973) (In Hebrew).

graduates, all of them from European and American families;

2. a similar sample of students from Asian-African families who were admitted to The Hebrew University or Technion without the preparatory studies at the CPAS;

3. young men and women of Asian-African extraction, who were discharged from the Israel Defense Forces at the same time as the CPAS graduates and who had similar educational achievements but who did not turn to institutions of higher education.

Dr. Nissan's main finding was that the grade level of the CPAS graduates at The Hebrew University did not fall below that of regular University students. The present study essentially replicated that finding: The scholastic achievements (and the degree attained) of the Jerusalem CPAS graduates were similar to those of their peers of American-European origin, and somewhat better than those of Asian-African students who had not attended the CPAS. At The Technion, however, the level of achievement of the CPAS graduates was lower than that of students from American-European background.

The CPAS graduates were found to have a similar occupational distribution to those members of the control groups who had acquired academic education. They displayed, however, a greater degree of deprivation. Their dissatisfaction with their present position indicates, according to the researchers, their relatively strong drive for social mobility. These aspirations with regard to social mobility are realized, among other ways, by marriage to girls of higher status. The CPAS graduates show the highest rate--two thirds to be exact--of marriage to girls of European-American origin in comparisons to samples 2 and 3 above. Such marriage improves CPAS graduates' perceptions of their social status.

Enrollment in the CPAS does not affect the feeling of ethnic identity of the CPAS graduates, at least as to the aspects covered by this research. It was also found that the intimate networks of friendship formed by CPAS graduates were highly integrative. The segregated setting of the CPAS did not

give rise to social segregative tendencies among them.

The study was funded by the Ministry of Education and Culture. A final draft of the report has been submitted to the Ministry.

18. Second Chance

Senior Research Staff: Dr. Dan Inbar, Rita Sever

The term "second chance" is self-explanatory as to its aims and nature: giving another opportunity to those who potentially could, but for some reason did not, succeed at their "first chance."

In general, second-chance systems offer those who "dropped out" the possibility of filling educational or vocational gaps. They enable the individual to correct mistakes of his past and to actualize his potential.

From a broader point of view, the need for second-chance systems implies that the selection processes of the formal educational systems are far from perfect. This is especially true when particular groups, characterized by certain social and personal backgrounds, are the main clientele of the second-chance systems: since they do not seem to have benefited much from the first chance given to all. The second-chance systems thus contribute to more equal chances for social and professional mobility.

In view of the limited systematic research on the subject, the great variety of activities in this sphere and the major investments in it, it seems appropriate to perform a systematic analysis of the second-chance system in order to discover to what extent the goals mentioned above are achieved, to recommend ways for improvement or change, and to formulate proposals for alternative approaches and methods. The theoretical and conceptual framework of the principle of second chance would be developed in such a way as to enable international comparative research in the future.

Operationally, the study focusses on "external high-schools" i.e. schools whose basic aim is to prepare students for the matriculation examinations and, unlike the regular secondary schools, do not emphasize general educational or developmental goals. Most students who attend "external schools" can be considered as dropouts of the main system of high-schools. Since passing the matriculation exams is a necessary condition for pursuing higher education, such "external schools" can be considered a good example of a second-chance system.

The study looks into the structure, inputs and processes of the various "external schools"; the characteristics of the students who attend; their attitudes and their perception as to their chances of future success; and the stated goals of the schools and their differential success in achieving them. Policymakers, school principals and teachers, as well as the students themselves, are interviewed or given questionnaires. It is hoped that a more comprehensive view of this kind of "second-chance" system will emerge.

The study is funded by the Authority for Research and Development of the Ministry of Energy and Infrastructure.

F. CAREER EDUCATION AND ITS EVALUATION

19. Comparative Analysis of Different Patterns of Technological Education

Senior Research Staff: Dr. Reuven Kahane, Laura Starr[19)]

The objective of this study was to assess the significance of vocational socialization for pupils of average to low academic ability or motivation. Hence various tracks of vocational education in Israel were investigated and compared to vocational education in other countries.

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19) This research constitutes the basis for Miss Starr's PhD thesis.

The study has indicated the existence of an acute conflict between pedagogical principles and technological constraints within the vocational educational system. This conflict may sometimes be harmful to pupils.

Four types of vocational educational systems can be distinguished:

1. "conflicting systems" in which there is a continuous ongoing clash between pedagogical principles and technological constraints. Such systems are practically ineffective or their effectiveness is minimized.
2. systems in which the conflict between principles and constraints is mitigated by attempts at compromise. This often causes the loss of both pedagogical and technological effectiveness.
3. systems in which the attempt to bridge contradictory factors includes the crystallization of mediatory roles (e.g. tutor or instructor) or special situations (e.g. moratorium-oriented workshops).
4. systems in which frameworks devoted to technological aspects are highly segregated from those dealing with pedagogical aspects.

Most vocational training in Israel is of the last type. Thus, on the one hand, when pedagogical aspects are stressed, the pupil's role is fostered without linking it to the occupational role which the pupil is expected to assume upon completion of his training. On the other, when the technological aspects are emphasized, the vocational role is promoted without imparting to the pupil skills needed to continue learning and to adapt to technological changes. One of the questions arising from these findings is: How do vocational training systems cope with the transition from pupil role to occupational role?

The research, which was conducted over a period of seven years (1973-80), included the following stages:

1. systemic analysis of vocational education;
2. analysis of the role of teacher of technical subjects;
3. analysis of school structure and pupils' behavioral patterns;
4. content analysis of technological curricula.

The study was funded by the Ministry of Labour and Social Affairs. Findings of this study were published in a series of reports and papers (see list of publications in Appendix B).

20. The Effects of Formal and Informal Educational Tracks on Social Participation and Socioeconomic Attainments of Israeli Males in the Early Stages of Employment

Senior Research Staff: Professor Judah Matras, Gila Noam, Yossi Shavit,[20] Yitzhak Bar Haim

The educational options open to Israeli youngsters completing elementary school include alternatives such as: formal education in academic or vocational high-schools, vocational courses or pre-military frameworks maintained by the Ministry of Education and Culture, the Ministry of Labour and Social Affairs and others, and informal educational settings such as youth movements, a variety of clubs and community centers.

This study addresses itself to two aspects of young peoples' choice of an educational option and their continuation within it:

1. The choice of different post-elementary frameworks and patterns of study within them or dropping out. The connection between differential patterns of entrance and length of stay within the framework and demographic, social, family and personal variables of the respondents will be analyzed. Numerous studies have indicated association between background variables such as geo-cultural origin, duration of residence in Israel, socioeconomic status of the family and patterns of study and educational attainment. The investigators assume furthermore, that various factors of life history (such as housing, neighborhood, household structure, family events, early socialization and learning) will be found to be correlated with the differential choice of and continuation within various educational options. To examine this association, different entrance patterns, patterns of continuation within,

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20) This research constitutes the basis for Mr. Shavit's PhD thesis.

attrition from, and mobility among differential educational options will be studied. Also to be researched are organized social activities in the period following completion of the elementary school. Moreover, background variables and specific areas in the subjects' life histories will be described and assessed. The investigators will probe into the relationship between these background and historical variables and choice of an educational framework and continuation within it.

2. The relationship between attending different post-elementary educational frameworks and social, economic and personal achievement of young males will be investigated. Numerous studies have shown a connection between educational levels and occupational status, income and various social characteristics. The investigators assume that the choice of an educational track and enrollment in it, and the extent of continuation within it, should be correlated with social behavior and achievement in adolescence and in adult life.

The study is funded by the Authority for Research and Development of the Ministry of Energy and Infrastructure, by the Ministry of Education and Culture and by the Ministry of Labour and Social Affairs. It is a joint project of the NCJW Research Institute and the Brookdale Institute for Gerontology and Human Development in Israel. A report will be submitted at the end of this year.

G. EXPERIMENTATION AND INTERVENTION IN THE SCHOOL AND ITS EVALUATION

21. Implementation and Evaluation of Individual Tutorial Programs

Senior Research Staff: Dr. Dan Davis, Tehia Snapiri, Pnina Golan

This study focusses its attention on the implementation and evaluation of an individual tutorial program, as well as on a survey of existing programs in Israel.

The individual tutorial program was designed by a team of Institute researchers and has been in operation for over two years. In 1979/80, the program was introduced as a pilot project. It deals with underachievement and related problems (such as lack of motivation) by using non-professional tutors acting within a framework of ongoing instruction and supervision. The investigators were guided by the belief that the structure of the program should ensure maximum possible achievement under conditions of work with non-professional tutors. The research attempts to evaluate the impact of this program on the participants in comparison with participants in an unstructured tutorial program as well as in comparison with youngsters who receive no tutoring.

The project is being operated in three Jerusalem elementary schools with large disadvantaged populations. The tutees are in 14 third- and fourth-grade classes. In each class, three matched groups of pupils are compared: those with tutors in the structured program; those with tutors in the unstructured program; and those without tutors.

There are two different frameworks for the structured tutorial program:

Framework 1. Twenty-four School of Education students tutor 24 children twice weekly for about seven months. In addition, the tutors participate each week in:

a. a two-hour group instruction session which is held within the framework of a course in the School of Education. These meetings are devoted to discussions of problems encountered in the field, to theoretical lectures and to instruction in literacy and arithmetic teaching.

b. an individual guidance session with a supervisor (each supervisor provides guidance to eight tutors), in order to deal with problems encountered and with planning of future action. In addition to academic credit, the tutors are awarded scholarships in the framework of a nationwide tutorial project for college students (PERACH).

Framework 2. Fifteen students of various Hebrew University departments tutor 24 pupils. Each tutor meets one or two children separately, two to

three times a week. The guidance and supervision structure of the tutors is the same as that used for the tutors in the School of Education course. These students are paid for their work.

The evaluation of the project implementation includes repeated monitoring of the child's progress both in the classroom (as measured by tests and teachers' evaluation), and also in the tutor's setting (by means of periodic reporting by the tutor and repeated assessment of the pupil's progress).

A survey of individual tutorial programs operating in Israel has been undertaken, using the following as sources of information:

1. senior department heads (in government services, etc.) who describe the general conception and the programs operating within their authority;
2. operators of programs in the field (e.g. in schools);
3. groups of academics involved in implementation and evaluation of tutorial programs.

We expect that the integrated analysis of the information from all these sources will provide a comprehensive picture of tutorial programs operating in Israel.

The study is funded by the Ministry of Education and Culture and by the Ford Foundation. A final report will be prepared at the end of this year.

22. <u>The Effectiveness of Enhancing Creative Thinking in Disadvantaged and in Middle-Class Youth</u>

Senior Research Staff: Dr. Amos Goor, Dr. Gad Alexander, Rivka Rimor

The project was designed to enhance creative thinking within the realm of the elementary school curriculum. The project was in operation for two years (1978-80). Thirty creative thinking "strategies" were used to elicit

fluency of answers, original responses and diverse (flexible) reactions to each question. The theoretical rationale behind the project was that problem-solving within given boundaries in the classroom would encourage the students to incubate and find new and different solutions to provocative questions asked by the teacher or by peers.

Entire schools (grades 1 through 8) were included in the experiment, following intensive training (four hours weekly) of the teaching staff in application of the creative thinking "strategies." Grades 6 to 8 of two schools were used as experimental groups and the parallel grades in two other schools as control groups. In each group, one of the schools had well-established youngsters and the other, a disadvantaged pupil population.

Five variables were investigated in this study:

1. pupils' creativity level at the outset of the intervention and on its completion;
2. transfer of the learned creative thinking ability to new, unknown items;
3. pupils' behavioral variables and creative extracurricular activities;
4. change in attitudes of pupils and teachers concerning creativity lessons;
5. pupils' intelligence level and scholastic achievements.

The study was funded by the Ministry of Education and Culture. A final report will be submitted in the near future.

23. A Study Testing a New Cognitive Model and Its Application to Science and Mathematics Teaching for Disadvantaged Populations in Israel, Costa Rica and New York

Principal Investigator: Dr. Gideon Carmi

The purpose of this project is to test a new model of conceptualization and cognitive development in children. The project evolved out of fieldwork

with disadvantaged children in Israel (1976-80), and in Venezuela (1978-80), in a program (PETAKH) which sought to enhance creative thinking development among disadvantaged children by means of everyday science experiences.

In the PETAKH program, the early intuitive precursors of a concept (the "proconcept") which children have and use is located, and these proconcepts are "nurtured" by a sequence of experiences of increasing discrepancy to train the child to overcome distractors of increasing salience (perceptual cues) and thus extend the range of applicability of the preexisting concept. This approach assumes that most proconcepts exist very early in the child's cognitive arsenal and that cognitive development consists in laterally extending their range of applicability rather than "stepping up" a discontinuous ladder of developmental stages. On the other hand, it is possible, in principle, to see how the discontinuous Piaget stages are derived from this continuous model.

In this project, four basic "core" concepts (symmetry, the mean, proportionality and conservation of liquid quantity) are examined with respect to the existence of their respective "proconcepts" at a very early age, and the existence of an intrinsic mechanism which makes possible the extension of their range of applicability, as explained above. The research method consists of examining childrens' performance in a series of concept-related tasks, as a function of systematic changes in the perceptual cues (e.g. increasing supporting cues, or decreasing distracting cues).

The Ford Foundation awarded the investigator a research grant to carry out a comparative research project in Israel and an additional developing country. This led to the cooperative project with Costa Rica. At a later stage, contact was made with Teachers College of Columbia University for possible application of the project in New York.

In Costa Rica, the project is well under way. Fieldwork for the "proportionality" concept has been completed, and the data has been collected for

analysis. In Israel, the research began in April 1981. Pilot studies for two concepts have been completed, and the remaining pilot studies are in their final stages. In New York, the project's beginning has been postponed until a grant is found to finance the local part of the project (the Ford Foundation is not funding this part). An extended research proposal has been written and presented to NIE.

24. Determining Difficulties in Reading Comprehension Among School-Age Children

Senior Research Staff: Professor Raphael Nir, Dr. Shoshana Blum-Kulka, Professor Lea Adar

The goal of this new project (begun in 1982) is to determine and describe text-features that cause difficulty in the understanding of texts by school-age children. Some of the specific aims are:

1. to determine the relative role of different text-features as sources of difficulty;

2. to investigate the differences--in terms of levels of difficulty between different text types (for example, textbooks as compared to encyclopedias);

3. to investigate the differences in terms of levels of comprehension between children from various socioeconomic backgrounds.

The texts incorporated in the project are chosen from textbooks on two grade levels (fourth and sixth grade) and from encyclopedias. The subjects are children from three grade levels--fourth, sixth and eighth. Each of the texts chosen for the study is being administered to children in three versions: the original and two simplified versions. All three versions have the same questions.

At the present time, the research team is working on the pre-text stage: a series of audiotape interviews are being held with a group of children from

each grade level. The interviews are aimed at following in depth the children's understanding of the texts tested in the study. A parallel series of interviews will be held at the post-text stage.

The study is funded by the Ministry of Education and Culture.

H. ADDITIONAL PROJECTS OF INSTITUTE RESEARCHERS

The Institute has grown and a corps of research fellows has been developed who are encouraged to use the Institute as headquarters for their own research, even when this research is not directly within the usual terms of reference of our work. A limited number of such projects are currently being carried out.

25. Images in Conflict

Principal Investigator: Professor Michael Inbar

This research, which attempts to provide an image of the attitudes of people towards the Arab-Israeli conflict through the use of social science techniques, is being undertaken jointly in Israel by Professor Inbar of the Institute and Professor Ephraim Yaar of Tel Aviv University. Additional researchers participating in this international study are the American organizing team from the City University of New York and Palestinian and Egyptian social scientists.

The population being investigated is a sample of Israelis, Palestinians & Egyptians as well as immigrants of these three groups who currently reside in the United States. The researchers seek to provide an image which will corroborate, complete or modify the existing one concerning attitudes, feelings and issues that are perceived as central to the conflict.

The research approach is multi-method and involves interviews, the use of projective techniques, as well as group discussions.

26. Human Judgment and Insight

Senior Research Staff: Professor Michael Inbar, Rita Sever

Recently, Professor Inbar completed a pilot study which deals with human judgment and insight as reflected in current linear multiple regression models of these processes. A report on this study has recently been published.[21)]

Based on the findings, plans to undertake further basic research on the subject are being made.

27. School Prestige and Attractiveness: How Do Young People Choose a High-School?

Senior Research Staff: Professor Chaim Adler, Professor Michael Inbar

This study, first initiated in a research seminar conducted in the Sociology of Education Department by Professors Adler and Inbar, aims at describing and analyzing the decision-making processes of young people when faced with the problem of choosing a high-school. Questions, such as the following, were posed to students in several age-cohorts:

1. How and by which criteria do students grade different high-schools?
2. How do they assess their chances of being accepted to a certain school?
3. Who influences their choice?
4. When is the choice made?

Data of the pilot study is now being coded and analyzed.

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21) Inbar, Michael. Images or Aberrations? Human Judgment and Insight as Reflected in Current Regression Analyses. The NCJW Research Institute for Innovation in Education, School of Education, The Hebrew University of Jerusalem (1982).

28. Professional Education for Women and Social Mobility--The Case of Nurses in Israel

Principal Investigator: Dr. Lea Shamgar-Handelman

The number of years a registered nurse devotes to work over her entire working career is a question which has received a great deal of both practical and theoretical attention. It has been used as a basis for assessing the cost-effectiveness of a nurse's education as well as for manpower planning in the health services.

The unique conditions of the nursing profession limit both the comparative scope of research and of the generalizations that can be drawn from it. The majority of nurses in most countries are women, and therefore only very little can be learned from life careers of men in similar professions. The work conditions of the nurse are highly specific to her profession, and virtually preclude comparison with other female-dominated professions. Furthermore, the careers of many nurses are punctuated by breaks due to childbearing and childrearing, and to counter demands made by a husband's career; accordingly, assessing the cost-effectiveness of training simply in terms of years worked has not always proved to be a fruitful avenue for research.

In an attempt to provide as comprehensive as possible a picture of the career of nursing, it was decided to trace the working career of nurses from graduation to compulsory retirement age. The study presented here is a follow-up of graduates of the last 60 years of the Hadassah Hebrew University School of Nursing, in Jerusalem. The graduates of the first 30 classes have all already reached the maximum number of working years permitted. The graduates of the classes 30-40 have either reached or are very close to retirement age, and/or maximum working years.

Detailed analysis of a pilot sample of the working careers of these graduates reveals different career patterns influenced not only by predictable

life career events (marriage, divorce, birth of children etc.) but also, and perhaps even more, by external social factors. The social factors which correlated positively with the working patterns of graduates included availability of jobs, mores of childrearing, prevailing tendencies in the social acceptibility of working wives and mothers and the outbreak of war.

In this study, an attempt will be made to reveal the connection between personal career (marriage and family history) and occupational career. The main question to be addressed is whether personal family career and occupational career are complementary or alternative careers.

APPENDIX A: INSTITUTE STAFF

A. Researchers

Ms.	Orit Abramowitz	Research Assistant
Prof.	Lea Adar	Researcher
Prof.	Chaim Adler	Director
Ms.	Dianna Aldruki	Research Assistant
Dr.	Gad Alexander	Researcher
Ms.	Chaya Amzaleg	Research Assistant
Ms.	Ora Atia	Research Assistant
Ms.	Siva Azulay	Research Assistant
Mr.	Yitzhak Bar Haim	Researcher
Dr.	Eileen Basker	Researcher
Ms.	Dorit Baumgarten	Researcher
Mr.	Assaf Becker	Research Assistant
Ms.	Ruth Belkin	Researcher
Ms.	Ayala Berkovitch	Research Assistant
Mr.	Zion Binyamini	Research Assistant
Dr.	Shoshana Blum-Kulka	Researcher
Ms.	Esther Breinin	Researcher
Ms.	Jenny Brodesky	Research Assistant
Ms.	Debbie Burak	Research Assistant
Dr.	Sorel Cahan	Researcher
Prof.	Gideon Carmi	Researcher
Mr.	Abraham Cohen	Researcher
Ms.	Edna Cohen	Research Assistant
Mr.	Moshe Cohen	Computer Programmer
Dr.	Dan Davis	Researcher
Ms.	Beatriz Dorfman	Research Assistant
Ms.	Kari Druck	Researcher
Ms.	Hanna Dvir	Research Assistant

Mr.	Moshe Egozi	Researcher
Ms.	Ilana Felsenthal	Researcher
Mr.	Yoav Ganzach	Research Assistant
Ms.	Yael Gapso	Research Assistant
Ms.	Pnina Golan	Researcher
Dr.	Amos Goor	Researcher
Dr.	Avi Gottlieb	Researcher
Ms.	Talma Gottlieb	Research Assistant
Mr.	Naftali Halberstat	Research Assistant
Prof.	Don Handelman	Researcher
Dr.	David Harman	Researcher
Ms.	Janine Harpaz	Research Assistant
Dr.	Dan Inbar	Researcher
Prof.	Michael Inbar	Researcher
Mr.	Oded Israeli	Research Assistant
Dr.	Reuven Kahane	Researcher
Ms.	Shoshana Kapach	Research Assistant
Dr.	Yaakov Kareev	Researcher
Ms.	Ella Keren	Research Assistant
[illegible].	Rachel Kimor	Researcher
Prof.	Zeev Klein	Researcher
Mr.	Doron Korn	Research Assistant
Ms.	Judy Kugelmass	Researcher
Mr.	Stephen Levine	Research Assistant
Ms.	Helene Levy	Researcher
Dr.	Avima D. Lombard	Researcher
Ms.	Batia Makover	Researcher
Prof.	Judah Matras	Researcher
Ms.	Rachel Miesler	Researcher
Mr.	Yaacov Nahon	Researcher
Dr.	Raphael Nir	Researcher
Ms.	Gila Noam	Researcher
Ms.	Tamar Pink	Research Assistant

Mr. Avri Polachek	Research Assistant
Mr. Abraham Portnoy	Computer Programmer
Ms. Michal Remer	Research Assistant
Ms. Nura Resh	Researcher
Ms. Clara Sabbagh	Research Assistant
Ms. Haviva Sabbati	Research Assistant
Ms. Rita Sever	Researcher
Ms. Anat Shahor	Research Assistant
Dr. Lea Shamgar-Handelman	Researcher
Ms. Lida Sharlin	Research Assistant
Ms. Michal Shenbal	Research Assistant
Ms. Bracha Shiban	Research Assitant
Ms. Paula Silberstein	Researcher
Dr. Jonathan Smilansky	Researcher
Ms. Tehia Snapiri	Researcher
Ms. Graciella Spector	Research Assistant
Ms. Dalia Sprinzak	Researcher
Ms. Laura Starr	Researcher
Ms. Yael Vitkon	Research Assistant
Mr. Boaz Warshafsky	Research Assistant
Mr. Eythan Weg	Researcher
Ms. Kay Weinberger	Research Assistant
Ms. Mira Weiner	Research Assistant
Ms. Tamy Weil	Research Assistant
Ms. Batia Zaslavsky	Research Assistant
Ms. Batia Zibtzner	Researcher
Mr. Roni Zinger	Research Assistant
Ms. Bat-Zion Ziv	Research Assistant
Ms. Orit Ziv	Researcher
Ms. Tzila Zudkevich	Research Assistant

B. Participants in Implementation Programs

Ms. Aviva Adoulam	District Coordinator in HIPPY
Ms. Shoshana Alfazi	Aide in HATAF
Ms. Jacqueline Amsalam	Aide in HATAF
Ms. Orna Appelbaum	District Coordinator in HIPPY
Ms. Maya Ariel	Teacher in the Apprenticeship Program
Ms. Aviva Asher	Aide in HATAF
Ms. Tamara Astrin	Tutor in the Tutorial Program
Ms. Osnat Aviv	Aide in HATAF
Ms. Ora Ben-Yitzhak	Aide in HATAF
Ms. Bruria Ben-Shitrit	Aide in HATAF
Ms. Daniela Bismuth	Local Coordinator in HATAF
Ms. Dalia Biton	Aide in HATAF
Ms. Roxana Cassoi	Tutor in the Tutorial Program
Ms. Nina Cohen	Aide in HATAF
Ms. Shoshana Cohen	Aide in HATAF
Mr. Yossi Cohen	Tutor in the Tutorial Program
Mr. Zeev Degani	Director of the Apprenticeship Program
Ms. Ciara Edri	Aide in HATAF
Ms. Aviva Eisen	Supervisor in the Tutorial Program
Ms. Dvorah Elran	District Coordinator in HIPPY
Ms. Sara Ephrati	Aide in HATAF
Ms. Judith Faran	Teacher in the Apprenticeship Program
Ms. Terri Finkelstein	Math consultant in the Tutorial Program
Ms. Silvina Flosker	Tutor in the Tutorial Program
Ms. Ronit Friedman	District Coordinator in HIPPY
Ms. Varda Gil	Teacher in the Apprenticeship Program
Ms. Miriam Greenbaum	Supervisor in the Tutorial Program
Ms. Margalith Joseph	Aide in HATAF
Ms. Dafna Koubovy	Supervisor in the Tutorial Program
Ms. Tami Kremer	Tutor in the Tutorial Program
Ms. Esther Larza	Aide in HATAF

Ms. Hannah Levy	Aide in HATAF
Ms. Lea Levy	Teacher in the Apprenticeship Program
Ms. Sara Lior	National Director of HIPPY
Ms. Miriam Many	District Coordinator in HIPPY
Ms. Raya Malul	Aide in HATAF
Ms. Magi Mesta	Aide in HATAF
Ms. Rachel Nahum	Aide in HATAF
Ms. Varda Nezer	Teacher in the Apprenticeship Program
Ms. Hannah Nissel	Director of HATAF
Ms. Neta Niv	Counselor in the Apprenticeship Program
Ms. Miriam Ohana	Aide in HATAF
Mr. Udi Oren	Counselor in the Apprenticeship Program
Ms. Aliza Peretz	Aide in HATAF
Mr. Dan Sarel	Counselor in the Apprenticeship Program
Ms. Rachel Schilo	Curriculum Specialist in HATAF
Mr. Avi Sela	Trainer in the Dimona Project
Ms. Naama Sever	Counselor in the Apprenticeship Program
Ms. Tamar Shmuel	Local Coordinator in HATAF
Ms. Shoshana Shoham	District Coordinator in HIPPY
Ms. Yaffa Shriki	Aide in HATAF
Ms. Ruth Steinitz	Local Coordinator in HATAF
Ms. Naomi Toledano	District Coordinator in HIPPY
Ms. Rachel Volovelsky	Tutor in the Tutorial Program
Ms. Brenda Weitzberg	Local Coordinator in HATAF
Ms. Rachel Yadgar	Aide in HATAF
Ms. Shulamit Yahav	Reading Consultant in the Tutorial Program
Ms. Ahuva Yarchi	Consultant in the Tutorial Program
Ms. Miriam Yonah	Aide in HATAF
Ms. Patricia Zeltzer	Tutor in the Tutorial Program
Ms. Shosh Zimmerman	Supervisor in the Tutorial Program
Ms. Odeda Zlotnick	Supervisor in the Tutorial Program

C. Administrative Staff

Ms. Carmella Barak	Secretary
Mr. Hod Ben-Zvi	Administrative Assistant
Ms. Susan Block	Secretary
Ms. Shoshana Cohen	Secretary
Ms. Dalia Ganor	NCJW Representative
Ms. Lorraine Gastwirt	Assistant Director
Ms. Havatzelet Mazor	Secretary
Ms. Miriam Meir	Librarian
Ms. Leah Moor	Secretary
Ms. Orly Safrabi	Secretary
Ms. Nava Zilberstein	Coordinator

D. Members of the Institute who are abroad for sabbatical and/or advanced studies.

Ms. Jane Cohen	Ph.D. Studies, California Graduate School of Marital and Family Therapy
Dr. Yehezkel Dar	Post Doctoral Studies, Graduate School of Harvard University
Dr. Tamar Rapoport	Post Doctoral Studies, Stanford University
Mr. Yossi Shavit	Ph.D. Studies, University of Wisconsin
Ms. Naomi Wagner	Ph.D. Studies, North Carolina State University

APPENDIX B: PUBLICATIONS OF THE INSTITUTE

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Dar, Yehezkel; in collaboration with Resh, Nura.
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